

AP Lang/Comp Rhetorical Analysis: TWO VIEWS

D – diction I – imagery D – details L – language S – sentence structure

To build a strong sense of the structural choices of an author within a piece, outline the argument paragraph by paragraph, discerning between what the author is *saying* and what the *function* of this move is.

Example from “Reading the River,” by Mark Twain

| Summary (SAYS) | Function/Form (DOES) |
|--|--|
| ¶¶ The speaker connects the river to a book that he has become privileged enough to read, and he finds that book infinitely interesting. The speaker repeats all the things the book was “never” (void of interest, something to skip, repetitive). The novice sees only a “faint dimple” where the initiated sees “a string of shouting exclamation points”. The novice sees pretty pictures and the initiated sees serious “reading matter.” | ¶¶ The speaker distinguishes himself from the “uneducated passenger,” who he treats disdainfully, especially with the hyperbolic praise of the “book” (“sparklingly”) which this novice will never know how to read. While the paragraph opens with the book being “wonderful,” it shifts with the “shouting exclamation points,” introducing less cheerful diction: what the book shows is “hideous,” “grimmiest and most dread-earnest”, the lurking dangers waiting to “tear the life out”. |
| ¶ | ¶ |

For 10/30 Annie Dillard describes the premature emergence of a Polyphemus moth – twice! – for inclusion in two different essay collections.

Read and annotate both pieces; complete a “Discussion Prep” worksheet on one (assigned).

For 11/1 Virginia Woolf and Annie Dillard closely observe deaths of moths

Read and annotate both pieces; complete a “Discussion Prep” worksheet on one (assigned). Prepare for graded discussion addressing rhetorical strategies employed by each author.

For 11/5 Two commercials on the race for the local State Senate race

Watch the two embedded advertisements for Rector and Mazurek. Complete a “Discussion Prep” worksheet on one (assigned). Prepare for graded discussion addressing rhetorical strategies employed by each campaign.

For 11/7 **Linda Thomas and Joan Didion consider effects of annual Santa Ana winds.**

Read and annotate both pieces; complete a "Discussion Prep" worksheet on one (assigned). Prepare for graded discussion addressing rhetorical strategies employed by each author.

For 11/9 **Choose two texts to form a response to the TWO VIEWS prompt.**

Prepare your thesis along with four to five passages from each text demonstrating specific rhetorical strategies to present to me during teacher conferencing.

TWO VIEWS Prompt:

Write a polished essay that explores the ways in which two texts on a similar topic intersect with and diverge from each other. Through your analysis, consider each text's focus and features. Cite and discuss portions of each text that support and illustrate your thinking as you distinguish and connect them.

Scoring guide for essay

8 and higher These exemplary papers purposefully explore the distinctions and connections involving the two texts, as well as the implications of these observations. The writing demonstrates a clear, full appreciation of the rhetorical choices made to achieve the purpose behind each text. The writing demonstrates stylistic maturity by an effective command of sentence structure, diction, and organization. The paper is carefully prepared and reveals the writer's ability to choose from and control a wide range of the elements of effective writing.

6 and higher These successful papers explore and discuss the distinctions and connections between the texts. The writing demonstrates appreciation of the rhetorical purpose of each text. While not as full as the top papers, these essays respond to the task. Although occasional lapses in syntax and diction may be present, the writing demonstrates sufficient control of the elements of composition to present the writer's ideas clearly. The paper has been prepared with necessary attention to the demands of the assignment.

4 and lower These unsuccessful papers show some understanding of the distinctions and connections involving the texts, but they typically make piecemeal observations and / or demonstrate organizational inconsistencies. Some sound observations may be made but support, when cited, is not suitably developed. While adequately written these papers may demonstrate inconsistent control over the elements of composition. While preliminary work has been produced, it may be perfunctory or inattentive to the demands of the assignment. These papers may contain nagging spelling errors or grammar flaws.

2 and lower These ineffective papers inadequately respond to the task, often skirting or ignoring it. Often, these papers not only fail to explore connections or distinctions between the texts but also neglect to account for the purpose behind each text. These papers may be poorly written on several counts, featuring problems such as thin development, insufficient elaboration, or incoherence. Preliminary work may be sparse or missing. Finally, these essays often reveal consistent weakness in grammar or other fundamental elements of composition.